

**A STUDY TO ASSESS THE EFFECTIVENESS OF IEC PACKAGE
ON KNOWLEDGE AND SELF EXPRESSED PRACTICE
REGARDING BULLYING BEHAVIOR OF CHILDREN AMONG
THE PRIMARY SCHOOL TEACHERS AT SELECTED SCHOOLS,
TRICHY.**



BY

REG.NO : 301332102

**A DISSERTATION SUBMITTED TO THE TAMILNADU DR.M.G.R
MEDICAL UNIVERSITY, CHENNAI IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF SCIENCE IN NURSING.**

OCTOBER 2017

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CERTIFICATE



CERTIFIED THAT IS THE BONAFIDE WORK OF

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8	Research Tool.
9	IEC Package
10	Soft Copy Of The Study

LIST OF THE ABBREVIATIONS

SHORT FORMS	ABBREVIATIONS
IEC	Information communication and education.
No:	Number
N	Number of samples
f	Frequency
χ^2	Chi – square.
%	Percentage
SD	Standard deviation
S	Significance
NS	No significance
BAPD	Bullying amongst diverse population
QDI	Quick discrimination inventory

ABSTRACT

Introduction

In the world bullying in school was a worldwide problem and it was found in every school that has been documented as an international phenomenon. It has a lot of negative consequences on the children and it cause lifelong damage.

Objectives

The study focuses on to assess the effectiveness of IEC package on knowledge and self expressed practice regarding bullying behavior of children among primary school teachers, Trichy.

Methodology

The sample was 50 primary school teachers, pre-experimental research design was used, and non probability convenience sampling technique was chosen. Structured knowledge questionnaire was used to assess the knowledge and structured self expressed practice questionnaire was used to assess the self expressed practice.

Result

The knowledge and self expressed practice was calculated by the paired 't' test for knowledge ('t'= 1.96) and for self expressed practice ('t'=1.96). This proves that there is a significant difference at 0.05 levels.

Conclusion

Where as in correlation between the post test scores of knowledge and self expressed practice 'r' value ($r=0.7$) revealed that there is a positive and highly significant correlation. It indicated that the given IEC was effective.

Key words: Bullying behavior, IEC package, Anti-bullying.

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CHAPTER I

INTRODUCTION

*"Without your involvement you can't succeed. With
your involvement you can't fail"*

(A.P.J. Abdul Kalam)

Background of the Study

Bullying is a form of abuse it comprises repeated act overtime that involves a real or perceived imbalance of power with the more powerful individual. Bullying is a pervasive and serious issue affecting the school children (**Duccan 2011**). Primary school level is the ground work for a child educational progression and crucial phase for children at the formal school in meeting someone outside their family for the first time and learning the meaning of friendship. Hence the children of the 21st century are busy dealing with and trying to cope with different forms of bullying incidents informing and educating primary school children in skills of conflict resolution set the foundation for a peaceful world (**Wood 2008**).

Bullying is becoming worldwide problem and can occur in ever school. Bullying is an aggressive behavior of intentional harm doing which carried out repeatedly and over time within a personal relationship characterized by an imbalance power. Bullying be includes aggression behavior such as repetitive, physical, psychological harm, harm on one or more students that create an initiating school environment and seems to interfere with school performance (**Kilenberg and stans fold 2011**).

Teachers can increase or decrease the effect of bullying and aggression on school environment by their behavior (**Chang 2003**). Bullying behavior was also found to be predictor of negative psychosocial environment at school (**Mayer Adams and Connor 2008**). Bullying intervention program focused on the reduction of bullying researcher often use teachers and other school personnel to implement their intervention. Teachers are asked to integrate components of the bullying reduction programs into their curriculum (**Rahey and Criag 2002**).

The impact of bullying intervention training on participants especially perspective teachers and school personal on teachers knowledge of various bullying behavior, empathy and their ability to recognize bullying (**Criag, et al., 2000**). Bullying has been recognized as a school problem in several countries around the world, but international research studies report significant variability of this aggressive behavior between countries (**Nansel, et al,2001**).

According to the research on the **National Centre of Social Research** the 37% students accepted that they have been under the past victims of bullying and 13% admitted participation in violent incidents, in which 2000 students from 101 usually occur towards new comers and weak students.

Bullying can occur through a variety of forms such as first, direct physical contact, for example: hitting, slapping, pushing, biting, hair pulling, pinching, kicking, scratching etc. Second, verbal contacts directly, for example: threaten, embarrass, giving the bad nickname, spreading the bad news etc. Third, Non verbal behaviors directly, for example see sarcastically, showing the face expression mocked, threatening etc. Fourth, Non verbal behavior, include the indirect silencing someone, manipulate the friendship so be broke, isolate or neglect etc. Many factors causes bullying, like parental relationship, school failure, peer rejection etc. Bullying is characterized by fear of going to school, Poor or deteriorating schoolwork, inability to concentrate, withdrawn behavior, depression, loss of confidence, reluctance to go out, shortage of money, torn clothes, broken glasses, missing schoolbooks, repeated signs of bruising and injuries. (**Nasal, et al., 2004**)

Teachers and other school personnel need to take an active part in effecting the cessation of bullying behaviors. Schools need to advertise the fact that they have adopted a zero tolerance policy for bullying that, they have a working Anti-Bullying plan in force. There are many effective strategies for both teachers and parents who wish to stop bullying such as providing good supervision for children, providing effective consequences to bullies, using good communication between teachers and parents,

providing all children opportunities to develop good interpersonal skills, and creating a social context which is supportive and inclusive.

Most of the times bullying occurs without the knowledge of teachers and parents. Due to the low numbers of students who actually report incidents of bullying, teachers need to have a certain level of awareness that will lead to any potential problems. This awareness starts with understanding of bullying. Teachers and school administrators have a duty of care; they must ensure that these rights are upheld. It is important to look more closely at the teachers within schools and the characteristics of the teachers that influence their responses in bullying cases.

They play a vital role in establishing the climate for bullying in schools. Teachers should become familiar with the school's definition of bullying and bullying prevention policies.

Need for the study

*"I wake to sleep, and take my waking slow,
I feel my fate in what I cannot fear,
I learn by going where I have to go."*

(Theodore Roethke)

Bullying is a serious issue that may result in severe consequence. Teachers have a central role in the management and prevention of bullying within schools and are in turn involved in the implementation of anti bullying intervention. Prevalence of bullying in India which is believed to be one of the highest in the world. A news report indicated that bullying in India is high. The report also states that most of the bullying happens inside the classroom. Bullying behavior includes. Loneliness, poor academic achievement, poor social judgment and greater risk of drug and alcohol use of being convicted of crime. **(Olwers 1997).**

Victims and bullies had elevated rates of young adult psychiatric disorder **(Jama 2013)**. Had found that preschool participants nominated peer for taking the roles of

aggressions, victims or defender although 30% were assigned to role of aggressor and 22% of the role of victims, 16% to the role of defender (**Monk et al.**). Teachers play a vital role in tackling bullying and creating a positive social environment in classroom the researcher suggests that may not be fully prepared to tackling bullying teachers who received anti-bullying program still had difficulties handling bullying effectively (**Oldenberg, et al., 2016**). The Olweus bullying prevention program in Sweden has been on children and youth of elementary and secondary schools age documented that behaviour such as name calling, exclusion, and hitting frequently occur in early childhood settings. If such early aggressive behaviour is not systematically addressed, patterns of bullying are likely to emerge (**Dan Olweus 2016**). Bullying behaviour in children and adolescent an ongoing story bullying in school aged children is a universal problem which continuous to be serious threat to physical and emotional health of children efficacy of bullying prevention program which can help health care providers it assess and provide intervention to children affected by bullying (**Artemis, et al., 2013**).

There is new concern about school violence with bullying being widespread problem in Kashmir school and communities the most underreported safety problem on school campuses and has negative impact on school climate result revealed that majority of school children had moderately impact as a result of bullying behaviour **Bindu shajiu, et al., 2016**. Prevalence and prevention of school bullying in tamilnadu Coimbatore city bullying is most common form of violence most of student grade six to ten are involved in bullying **R.Srisiva, et al., 2013**. Empirical study on effectiveness of cyber bullying prevention strategies of students perspective the school are encouraged to adopt bullying prevention program **V.Sathiyavathi 2016**. Hence I felt that there is need to assess the knowledge regarding school bullying and prevention by creating awareness among teachers through information education and communication.

Statement of the problem:

Objectives:

- To assess the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.
- To evaluate the effectiveness of IEC package regarding bullying behavior of children among the primary school teachers.
- To correlate the post test knowledge with self expressed practice regarding bullying behavior of children among the primary school teachers
- To determine the association between the pre test level of knowledge and self expressed practice regarding bullying behavior of children and their selected demographic variables.

Hypotheses:

All the hypotheses are tested at the 0.05 level of significance.

H₁: There will be a significant difference in the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.

H₂: There will be a significant correlation between the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.

H₃: There will be significant association between the pre test knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers and their selected demographic variables.

Operational definition:

Effectiveness

It refers extend to which the IEC package improved the knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.

IEC package (Information Education and Communication)

It refers to power point preparation with pamphlets and posters knowledge and self expressed regarding bullying behavior of children among primary school teachers with the help of IEC package.

Knowledge

It refers to the awareness, understanding of fact and descriptions gained by primary school teachers regarding bullying behavior which was measured by self administered – structured knowledge questionnaire.

Self expressed practice

It refers to a routine activities expressed by the school teachers in order to control bullying behavior which was measured by self administered structured self expressed practice questionnaire.

Bullying behavior

It refers to the intention of repeated aggressive behavior of primary school children to hurt another person either physically or mentally such as poking, throwing things, slapping, choking, punching, kicking, beating, producing rumor, pulling hair etc.

Primary school teachers:

It refers to the teachers who teach and interact with the students from 1st to 5th std.

Assumption:

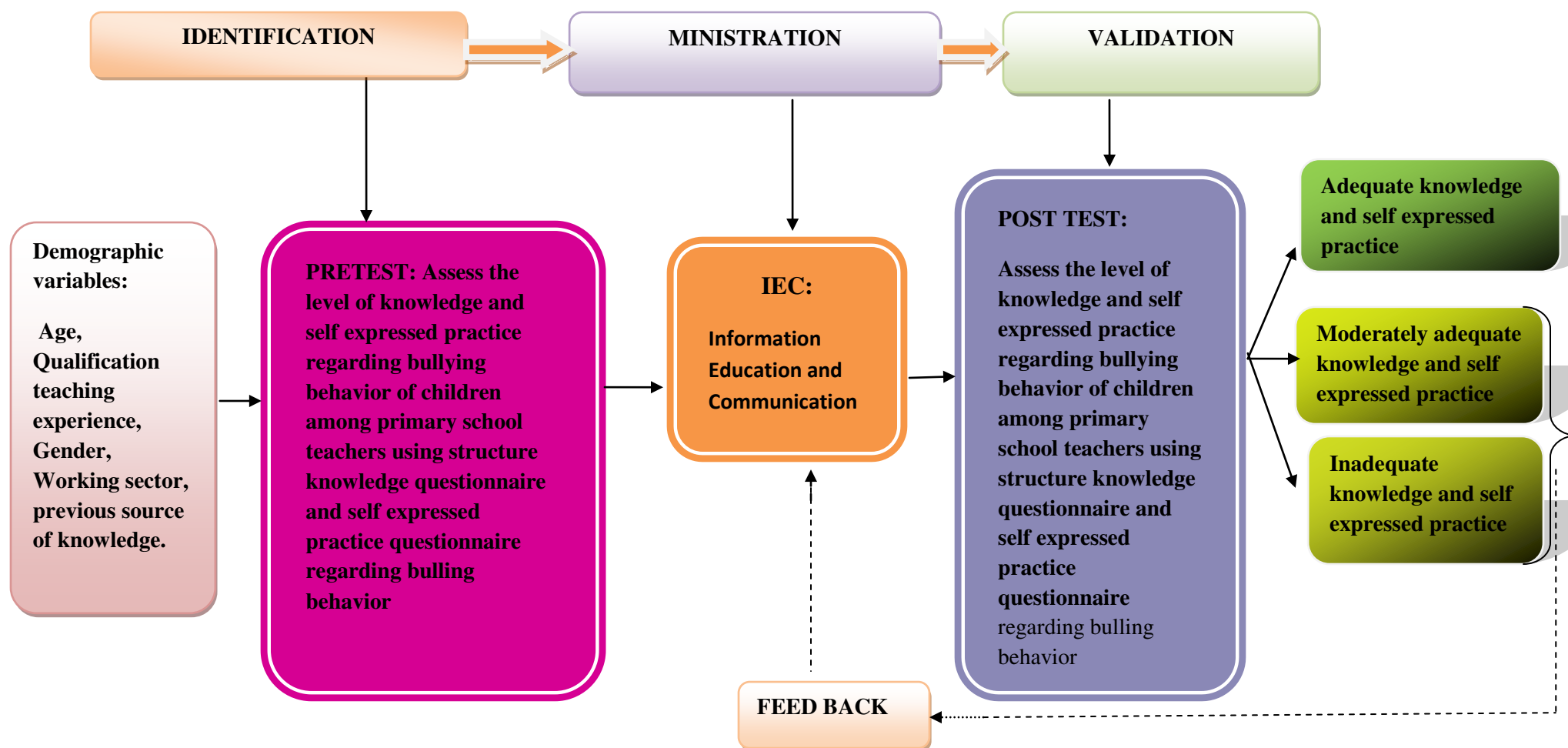
- ✓ Bullying behavior is harmful.
- ✓ Teachers have a responsibility to aware about aggressive behavior of school children.
- ✓ Teachers have an important role to control bullying behavior of children.
- ✓ Knowledge on bullying behavior was being useful to practice better control measures on them.

Delimitation:

- ✚ The study will be delimited to the primary school teachers who are working in schools, Trichy.
- ✚ The data collection period will be delimited to six weeks.
- ✚ The study will be delimited to 50 samples.

Projected outcome

- ❖ This study will helps to improve the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.
- ❖ The study will help the primary school teachers early identification of children with bullying behavior.



Part II Figure.2.1 Modified conceptual frame work based on Widenbach's helping art of clinical nursing theory

CHAPTER II

REVIEW OF LITERATURE

Review of literature is a summary of the writing of recognized authorities of previous research provides evidence that the researcher is familiar and which is already known and what is still unknown and interested. Literature reviews are secondary source, and as such, do not report any new or original experimental work. Also, a literature review can be interpreted as a review of an abstract accomplishment. Review of Literature is the reading and organizing of previously written materials relevant to the specific problems to be investigated; frame work and methods appropriate to perform the study”.

Part I

Review of literature related to bullying.

Part II

Conceptual framework.

Part I

Bullying related review of literature

Bindhu shaiju, et.al (2016) conducted a study to assess the patterns and impact of bullying behavior among school children in selected schools of Kashmir and seeks the relationship between type of bullying behavior and impact. The descriptive study includes 100 school children aged 10 to 14 years studying in baramulla public school. Through the structured interview revealed that majority of the school children had moderate impact as a result of bullying behavior.

Sarkva M , et al. (2017)conducted study on national time trends in bullying among adolescents in the czech republic from 1994 to 2014.The purpose of the study is to examine trends in bullying behavior among school aged children data was 11-13 and 15years old adolescent the sample was obtained from cross- sectional self-report surveys in the year 1994-2014. The highest proportion of children who bullied others occurred

during the years 1994 and 1998, the logistic regression model showed significant decreasing trends in bullying others and also being bullied.

Halah. F. Nouran (2015) explored a study on teacher knowledge about bullying in elementary schools in Saudi Arabia .A goal of this study was increase awareness of bullying find appropriate strategy to prevent bullying 100 female teachers working in five elementary schools by convergent parallel mixed method study design. Through a questionnaire and follow up interview findings shows fewer than half of teachers knew about bullying and those who did not know the world did not know how to treat student or to prevent bullying.

Anamika yadav Dr. Deepa Mehta (2015) influenced a study on bullying in elementary school students of Varanasi city. The investigator was under taken the objective to study bullying experience and bullying behavior of seventh class student total of 100 students selected from four schools the descriptive survey method was used. After analysis it was found that majority of the students get bullied by their own classmates. Commonly same sex student did the bullying and mainly occur in playground and class rooms.

Dr. Leticja (2015) study was reported on gender difference between teenagers regarding verbal bullying.aim of the study was to presented general perception of teenage students about verbal bullying and examined the difference between that exit between boys and girls regarding verbal bullying. The sample of the study was senior year students in high school of triana 168 boys and 232 girls. Approach of this study was quantitative research design, for date collection likert scale was used. The result from the mann-whiteny U test revealed significant difference between teenage boys and girls about verbal bullying.

Ramya (2015) study was revealed a effectiveness of cyber bullying prevention strategies on students perspectives to analyze the factors affecting teenage, to evaluate awareness status about cyber bulling. Online survey of middle and high college students was correlation between a student's role in cyber bullying and his or her perspective was

on the effectiveness of preventive strategy. Majority of the female students indicated that cyber bullying was problem than male students.

Saarento S,et al., (2015) study shows that reducing bullying victimization: student-and class room-level mechanism of change. The longitudinal study examines the mediating mechanism by the ant- bullying program, based on the participant's role approach to reduce bullying and victimization among elementary school students grade in 4th 5th and 6th by the self reported bullying perception. At the class room level the program effects on both self- and peer- reported bullying were mediated by the students on peers report bullying were mediated only on ant- bullying attitude, for the teachers attitude towards bullying was collective perception. Finally bullying mediated the effects of class room –factors on victimization.

Sangeeta basu ,et al .,(2014) conducted a study on Bullying and its relation to common health symptoms in school children. Victims of regular bullying lack confidence have lower self esteem, regard themselves as less competent. Studies have shown that victimization from bullying behavior is associated with substantial adverse effects on physical and psychological health. There is a higher prevalence of depression, school absenteeism and detention in school performance. Health professionals seeing children with common health symptoms should ask whether the child is being bullied. The anti-bullying program can be implemented.

Salehi (2014) qualitative study on the primary school teachers and parents perception of peer bullying among children in Iran. Eight teachers and four parents of children involved. By the semi- structured interview they were identifying of the teachers and parents perceived bullying mainly as physical and verbal attack. Based on the outcomes of the study it was recommended that the teachers participate in anti-bullying program oriented to prevent bullying behavior and strong supportive relationship with parents to reduce this behavior. Thus the study reveals they had

Marta angelica (2014) study viewed on teachers bullying and implication for nursing to understand school bullying from perspective of teachers by the guidelines of the school health program qualitative study carried out teachers of 5th 6th and of

elementary school in minas. The study result indicated that the teachers are not understand about school violence they planned to provide support for the planning and implementation about the school bullying of intersectoral intervention

Laurice , et al., (2013) exploratory study on students and teachers attitudes towards three types of bullying physical, verbal and social exclusion in elementary school teachers. 2 x 2 factorial designs was used, 3rd and 5th grade students and 11 teachers were participated in this study. Personal data questionnaire and six vignettes used from that it was revealed that the students continue to exhibit high levels of bullying behavior in school, teachers continue to intervene at higher levels for physical and verbal but not social exclusion.

Willim E, et al.,(2013) study shows Adult psychiatric outcomes of bullying and being bullied by peers in childhood and adolescent. To test whether bullying and or being bullied in childhood predicts psychiatric problems. Prospective, population based study sample from 11 countries in western North Carolina a total 1420 participants' ages of 9 and 16 years. They found higher prevalence of agoraphobia, general anxiety and panic disorder and that bullies/ victims were at increased risk of young adult depression, panic disorder agoraphobia and suicidality. Thus the findings revealed that the Bullies were higher prevalence at risk for anti social personality disorder in younger adult..

Turkmen ,et al., (2013) conducted study on bullying among high school students the aim of the study to investigate the prevalence of bullying behavior, types of bullying and places of bullying among 14 to 17 years old adolescents in bursa turkey. A cross sectional survey questionnaire method used to identifying the bullying. Majority (96.7%) of the students were involved in bullying as aggressive behavior for the male student the like hood of being involved in violent behavior was detected to be nearly 8.4 times higher when compare with female students. Through this study they concluded a multidisciplinary approach involving affected children, their parents, school personnel, media, non-governmental organizations and security unit required to achieve an effective approach for the prevention of violence targeting children in school as victim.

Gerarde osman (2013) study was influenced on regarding teachers perspective on school bullying insights from two primary school teachers in cape town the purpose of this study was to explore teacher's perspectives on school bullying by mixed method research design. The concept of habitus, capital field was used to provide theoretical lens through which to examine the topic. The study was based on sample of 31 teachers drawn from two primary schools consist of two phases in which data collection took place first was a questionnaire second as interviews. Through this study Indicated that teachers had various conceptions of bullying but not the exact concept bullying.

Seriasha.J.Chatters (2012) investigated a study on regarding impact of bullying prevention training on the knowledge, attitude and behavior of pre- education majors by BAPD training. Bullying amongst diverse population (BAPD) questionnaire, quick discrimination inventory (QDI) and basic empathy scale was used. The sample of this study was pre-education majors in United States 172 participants were involved in this study. A quantitative research design was used. The result of this study was showed overall positive impact on participants knowledge and skill to respond to situation involving bullying.

Konstantia magklara (2012) study was revealed an association in Bullying behavior in schools , socioeconomic position and psychiatric morbidity a cross section sectional study in late adolescents at Greece. The aim of the study was to investigate the association between bullying and socioeconomic status. 4.1%. Psychiatric morbidity was associated with all types of bullying-related behaviors. No socioeconomic associations were reported for victimization. A lower school performance and unemployment of the father were significantly more likely among perpetrators, while economic inactivity of the mother was more likely in pupils who were both victims and perpetrators. These results show that lower school performance and unemployment of father were highly significant among perpetrators.

Hulya (2011) explored a study on the relationship between bullying and health problems in primary school children to analyze the relationship between bullying and explore to bullying and health problem.92 parents and 92 students sixth grade in two

primary school at Izmir collected by peer bullying scale adolescents forms and identification of health problem . It revealed that the student exposed to bullying have more health problem than the bullying students thus there was relationship between explore bullying and health problem.

Dianne Byers et al,(2011) study influenced on the teachers attitudes towards overt and covert buying and perceived efficacy to intervene. This study explores teacher characteristics that influence their attitudes and responses to covert bullying 62 teachers from a Catholic Diocese in Queensland. Overt bullying incidents were taken more seriously than covert bullying; victims were shown empathy and intervention was likely. All teachers showed high levels of self efficacy and were likely to intervene in overt bullying incidents. Thus the finding shows all the teachers shows high response in covert bullying than overt bullying.

Jianghong (2011) study shows about childhood bullying a review of construct, context and nursing implication among children. Aim was to summarize empirical evidence for predictors of bullying and victimization, which can provide strategies for intervention and prevention by public health nursing professionals the investigator can better address methodological gaps and effectively move toward developing studies to inform nursing treatment programs and enhance public health initiatives that reduce violence in school settings. Thus the finding revealed that the investigator should needed to improve the effectiveness of program to reduce childhood bullying.

Katrina Craig (2011) study revealed the Pre-service teachers knowledge and attitude regarding school based bullying responded to two questionnaires exploring perceptions of school violence. Responses to the “Teachers’ Attitudes about Bullying” and “Trainee Teachers’ Bullying Attitudes” questionnaires suggest that teachers across all academic divisions view bullying as a serious concern with implications for their role within the profession. There were considerable differences regarding bullying, with variability related to the potential of intervening to end the violence. Covert forms of bullying including relational, homophobic, and cyber were viewed as less serious than overt violence and therefore less worthy of attention. The research findings pointed that

they had to be shows their importance in providing pre service teachers with training regarding anti-violence strategies.

Sadaf Tariq (2011) study investigated on the attitudes of children, parents, and teachers towards bullying. The samples of the study was comprised of 100 children (50 male; 50 female), 100 parents (59 fathers; 41 mothers) and 100 teachers (43 male; 57 female). Findings depicted that children were largely sympathetic towards victims; most of the parents were found to be largely sympathetic towards victims, supportive of intervention, but less understanding towards bullies; whereas teachers showed best understanding of all three dimensions. There was little association between parental and children's attitudes, although there was significant association between teachers' and parents attitudes on victim and bullies.

Victoria Stuart-Cassel(2011) study evaluated on model bullying policies formulated by state departments of education suggests that state agencies are recognizing the importance of providing local school districts with guidance on how to develop bullying policies, and often borrow from each other in crafting model bullying policies for their states. By compiling and coding state law, and by compiling and coding state model although that only 27 state laws legally require departments to provide guidance documents, 41 states have developed them, with the majority drafted in the most recent three or four-year period. For states without bullying legislation, these state models replace legislative requirements as the leading source of guidance on policy development.

Dieter wolke(2010) study was reported on assessing bullying in primary school children . A total of 2377 children in England (6-year-olds/Year 2: 1072; 8-year-olds/Year 4: 1305) and 1538 in Germany (8-year-olds/Year 2) were questioned individually using an identical standard interview. In both countries the types of bullying to victimize others were similar: boys were most often perpetrators, most bullies were also victims (bully/victims), most bullying occurred in playgrounds and the classroom. Major differences were found in victimization rates with 24% of English pupils becoming victims every week compared with only 8% in Germany. In contrast, fewer boys in England engaged every week in bullying (2.5–4.5%) than German boys (7.5%), while no

differences were found between girls. Thus the study revealed that there was no difference found between girls.

Maria et al (2010) study reported on systematic review and meta-analysis on the effectiveness of anti-bullying programs in schools.. A total of 622 reports concerned with bullying prevention were found, and 89 of these reports (describing 53 different program evaluations) were included in our review. Of the 53 different program evaluations, 44 provided data that permitted the calculation of an effect size for bullying or victimization. The meta-analysis of these 44 evaluations showed that, overall, school-based anti-bullying programs are effective: on average, bullying decreased by 20–23% and victimization decreased by 17–20%. Thus this study revealed that bullying program was effective.

Dieter Wolke , et al.,(2016) study shows bullying and parasomnias a longitudinal cohort study objectives was environmental factors such as serious trauma or abuse and related stress can lead to nightmares or night tremors. Birth cohort was interviewed at elementary school age 8 and 10 years about bullying experiences with a previous validated. Resulted that being bullied in elementary school and parasomnias in early adolescence.

Clarie, et.al., (2013) study invested on Genders and children's attitude to bullying the aim of the study was explore whether children's response to bullying varying depending on the gender of bully and victim. 437 children aged 9-11 years in primary schools UK unrelated research design was used. Though this study they concluded that overall females liked the bully more than males, female also reported liking female victim more than male victim, female more likely to intervene than male.

Part II: Conceptual Framework

Wiedenbach's helping art theory

Conceptual framework is a basic structure that consist of certain abstract block which represent the observational the experimental and analytical / synthetically aspect of a process or system being conceived the interconnection of these blocks completes the framework for certain expected outcomes.. A conceptual framework is used in research to outline possible course of action or to present a preferred approach to an idea or thought .nursing theory should provide the principles that underpin practical and help to generate further nursing knowledge.

The study was based on Wiedenbach's helping art theory (1970) was designed to a "Theory in a practice discipline". According to her it defines nurturing and caring for someone in a motherly fashion. The care is given by any caring person that is render with compassion, skill and understanding to those in need of care, counsel and help to win the confident.

The model is focus on the three factors

Identification

Nurse observes the patient, looking for an inconsistency between the expected behavior and apparent behavior of the patient.

In this study researcher assess the level of knowledge and self expressed practice regarding bullying behavior of children among primary school teachers using structure knowledge questionnaire and self expressed practice questionnaire regarding bullying behavior and explores that the school teacher had inadequate knowledge and self expressed practice.

Ministration

In ministration, give advice or information make referral, apply a comfort measure or carry out therapeutic procedure.

In this study the researcher improved the knowledge and expressed practice through the IEC package.

Validation

Nurse validates that the actions were indeed helpful. Evidence must come from the patient that the purpose of the nursing actions has been fulfilled.

In this study the researcher collected the evidence by assessing the levels of knowledge and self expressed practice through structure knowledge questionnaire and self expressed practice questionnaire regarding bullying behavior after IEC package and they gain adequate knowledge and self expressed practice.

Finally the need achieved with adequate knowledge and self expressed practice. Feedback should be considered if the school teachers have moderate and inadequate knowledge and self expressed practice.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem. In this chapter the investigator discusses the Research approach, Research design, Variables, Setting, Population, Sample, Sample size, Sampling technique, Criteria for data collection, Description of the tool, Plan for data analysis and production of human rights.

Research Approach:

Quantitative approach was used in this study.

Research Design:

Pre - experimental research design was used in this study.[one group pretest-post test design].

O ₁	X	O ₂
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O₁ – pre test

X – IEC Package,

O₂ – Post test.

Variables:

Independent variables: IEC package regarding bullying behavior.

Dependent Variables: Knowledge and self expressed practice of primary school teachers regarding bullying behavior.

Demographic Variables: Age of the teacher, Qualification, Teaching experience, Gender, Working sector, previous source of knowledge.

Setting

The study was conducted among the primary school teachers at selected schools, Trichy. Annai velankani matriculation school in poolankudi colony in that school nearly 40 teachers where there from them investigator selected 24 primary school teachers. Little Angles school in poolankudy in that school nearly 15 primary school teachers from them investigator selected 14 teachers. Thuvakudi government school nearly 12 teachers where there from them investigator selected 12 school teachers

Population:

The population comprised of primary school teachers.

Sample:

Primary school teachers who are handling the class from 1st to 5th standard.

Sample size:

The sample size comprised of 50 primary school teachers from three selected schools at Trichy.

Sampling Technique:

Non probability convenience sampling technique was chosen for this study.

Criteria for sample selection:

Inclusion criteria:

- Primary school teachers who are willing to participate in this study.
- Primary school teachers who are both male and female.
- Teachers working in co-education school.

Exclusion criteria:

- Primary school teachers who are working as a part time teachers.

Description and interpretation of the tools:

Part I: Demographic variables such as age of the teachers, qualification, teaching experience, gender, working sector, previous source of knowledge.

Part II: Structured self administered knowledge questionnaire was used to assess the knowledge.

Part III: Structured self administered Self expressed practice questionnaire to assess the self expressed practice.

Scoring of the tool**Part- II**

The questionnaire consist of 24 items based on definition, types, risk factors, causes, signs and symptoms, identifying and preventing. Each item was given four options; among four options one was the right answer other three options were distracters. The knowledge questionnaire maximum score was 24 and minimum score was zero. The percentage of the obtained score was calculated as follow.

$$\frac{\text{Obtained Score}}{\text{Total Score}} \times 100$$

Table 3.1 Levels of knowledge

LEVELS OF KNOWLEDGE	SCORE	PERCENTGE
Inadequate knowledge	0-8	0-33%
Moderately adequate knowledge	9-16	34-67%
Adequate knowledge	17-24	68-100%

Part III

The self expressed practice questionnaire consists of 15 items. Each item was given yes or no response. 13 positive items and 2 negative items. The self expressed practice maximum score was 15 and minimum score was zero.

Table 3.2 Levels of self expressed practice

LEVELS OF SELF EXPRESSED PRACTICE	SCORE	PERCENTAGE
Inadequate self expressed practice	0-5	0-33%
Moderately adequate self expressed practice	6-10	34-67%
Adequate self expressed practice	11-15	68-100%

Reliability and validity of the tool

The validity of the tool was done by review of literature and tested in the field of medicine and nursing. The tool was modified according to their suggestion and recommendation of experts and the tool was finalized. The reliability of the tool was established by test- retest (Karl Pearson Co-efficient Formula) method the reliability $r=0.7$.

Report of pilot study

- ✓ Pilot study was conducted for a period of two weeks. The investigator obtained permission from the participants prior to the study.
- ✓ The purpose of the study was explained to the participants prior to the study. Pilot study was conducted for 5 school teachers in St. Joseph school and Convenience sampling technique was used to select the sample.
- ✓ The knowledge and self expressed practice was assessed by self administered structured knowledge questionnaire and self administered self expressed practice questionnaire. Immediately after the pre test, IEC Package given in the form of PowerPoint presentation, pamphlets and posters.
- ✓ The effectiveness was assessed on 14th day by using same questionnaire. The mean value of knowledge (9.6) of post test was higher than the mean value of pre test (15.6) and the mean value of post test self expressed practice (6.6) was higher than the mean value of pre test self expressed practice (10.4). It shown IEC Package was effective. After pilot study, the tool was considered to be feasible and practicable. So the main study was preceded.

Method of data collection

- ✓ Written formal permission was obtained from the principal of the school. After the clear explanation about the study investigator got the oral consent obtained from the teachers those who were willing to participate in the research study before starting the data collection, purposive convenience sample technique was used to select the sample. Those teachers were seated in one classroom.

- ✓ On 1st day pre test was conducted, by administer structure self expressed using self administer structure knowledge questionnaire and self practice questionnaire, teachers requested to fill the answers finally the questionnaire was collected from the teachers. The investigator has given self introduction and the rapport was maintained.
- ✓ Then the IEC package for one hour duration was given through power point, pamphlets and posters. At end of the class teachers allowed to discuss and clarified their doubts and also allowed the teachers to share their experience regarding bullying behavior.
- ✓ Investigator thanked the teachers and school principal for their participation and co-operation and also the investigator informed them that she will come for post test after two weeks.
- ✓ On 14th day, the investigator conducted the post test to determine the knowledge and self expressed practices with the same questionnaire and same technique.
- ✓ The investigator went to the school and met the school principal got the oral permission clarified about the presence of the respective sampling teachers, asked to seated in one classroom all the sampling teachers are welcomed by investigator , the knowledge and self expressed practice questionnaire was given to teachers to fill the answer. After one hour the filled questionnaire were collected from the teachers.
- ✓ Investigator asked the experience about the pre test and post test and some teachers share their experience about bullying behavior.
- ✓ Before leaving from the school the investigator met the school principal gave the pamphlets regarding bulling behavior and said thanks for theirs participants and co-operation.

Plan for data analysis

Collected data was tabulated and analyzed by using descriptive and inferential statistical methods.

Table 3.3 Plan for data analysis.

S.N O	DATA ANALYSIS	METHODS	REMARKS
1.	Descriptive statistics	Frequency and percentage.	To describe the demographic variables to assess the knowledge and self expressed practices values of pre test and post test.
		Mean and standard deviation	To assess the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.
		correlation	Analyzing the correlation between pre and post test scores of knowledge and self expressed practices of bullying behavior among primary school children.
2.	Inferential statistics	T test, Paired “t” test	Analyzing the significant difference between the effectiveness of knowledge and self expressed practices of bullying behavior among primary school children.
		Chi-square test	Analyzing the association between demographic variables and knowledge and self expressed practices of bullying behavior among primary school children.

Ethical consideration.

- The research proposal was approved by the dissertation committee prior to conduct the pilot study.
- Ethical clearance was obtained from the ethical committee of Our Lady of Health College of Nursing.
- The written formal permission was obtained from head of the institutional authorities of the school.
- The informed oral consent was obtained from each subject before starting the data collection.
- The subject's privacy , confidentiality and anonymity was maintained throughout the study

CHAPTER-IV

DATA ANALYSIS INTERPRETATION

This chapter deals with the description of sample characteristics, analysis and interpretation of data collected from primary school teachers regarding bullying behavior of primary school children.

This chapter represents the organization of data and interpretation of the data by using the descriptive and inferential statistical methods. The data was collection and analyzed as per the objectives of the study.

Organization of data

The data has been organized and tabulated as follows.

Section: 1

Assessment of demographic variables of the primary school teachers regarding bullying behavior of primary school children.

Section : 2

Assessment of pre test and post test levels of knowledge regarding bullying behavior of primary school children.

Section : 3

Assessment of pre test and post test levels of self expressed practices of bullying behavior of primary school children.

Section : 4

Compare the significant difference between the knowledge and self expressed practices of bullying behavior of primary school children.

Section : 5

Assessment of correlation between the post test scores of knowledge and self expressed practices of bullying behavior of primary school children.

Section: 6

Association between the pre test levels of knowledge and self expressed practices scores regarding Bullying behavior of primary school children and their demographic variables such as.

Presentation of data

Section: I

Assessment of demographic variables of the primary school teachers.

Table 4.1: Frequency and percentage distribution of demographic variables of the primary school teachers at Trichy.

N=50

S.NO	DEMOGRAPHIC VARIABLES	f	%
1.	Age of teachers. a) 21-30 years b) 31-40 years c) 41-50 years d) 51-60 years	6 20 17 7	12% 40% 34% 14%
2.	Qualification. a) D.Ted b) B.Ed c) Degree	7 33 10	14% 66% 10%
3.	Teaching experience. a) 1-10 years b) 11-20 years c) 21-30 years	5 32 9	10% 64% 4
4.	Gender. a) Male b) Female	12 38	24% 56%
5.	Working sector. a) Government b) Private	21 29	42% 58%
6.	Previous source of knowledge. a) Mass media b) Health professionals	28 0%	56% 0%

	c) Friends	3	6%
	d) Relative	3	6%
	e) None	16	36%

Table 4.1 reveals that among the age between 21-30 years, among them 6 (12%) are between 31-40 years, 20 (40%) are between 41-50 years, 17 (34%) are between 51-60 years, 7 (14%) Regarding the qualification 7 (14%) D.TEd qualification, 33 (66%) B.Ed qualification, 10 (20%) Degree.

With reference to teaching experience 5 (10%) between 1-10 years, 32 (64%) between 11-20 years, 9 (18%) between 21-30 years, 4 (8%) between 31-40 years. Estimating the gender 12 (24%) are male, 38 (56%) are female.

In assessing of the working sector 21 (42%) are government employee, 29 (58%) are private employee. viewing the previous source of knowledge 28 (56%) are gaining information from mass media, 0 (0%) are health professionals, 3 (6%) are gaining information from friends, 3 (6%) are gaining information from relatives, 16 (32%) are gaining information from none.

Section 2

Assessment of pre test and post test levels of knowledge regarding bullying behavior of children among primary school teachers.

Table 4.2: Comparison of the levels of knowledge between pre and post test regarding bullying behavior of children among primary school teachers

N=50

LEVELS OF KNOWLEDGE	PRE TEST		POST TEST	
	f	%	f	%
Inadequate knowledge	28	56%	-	-
Moderately adequate knowledge	22	44%	10	20%
Adequate knowledge	-	-	40	80%

Table 4.2 shows that in pre test level of knowledge 28(56%) had inadequate knowledge, 22(44%) had moderately adequate knowledge and none of them had adequate knowledge. The post test level of knowledge reveals that none of them had inadequate knowledge, 10(20%) had moderately adequate knowledge, 40(80%) had adequate knowledge.

The comparison of pre test score as well as the post test scores regarding knowledge of the primary school teachers. So this table concluded that the IEC Package regarding knowledge was very effective for the primary school teachers.

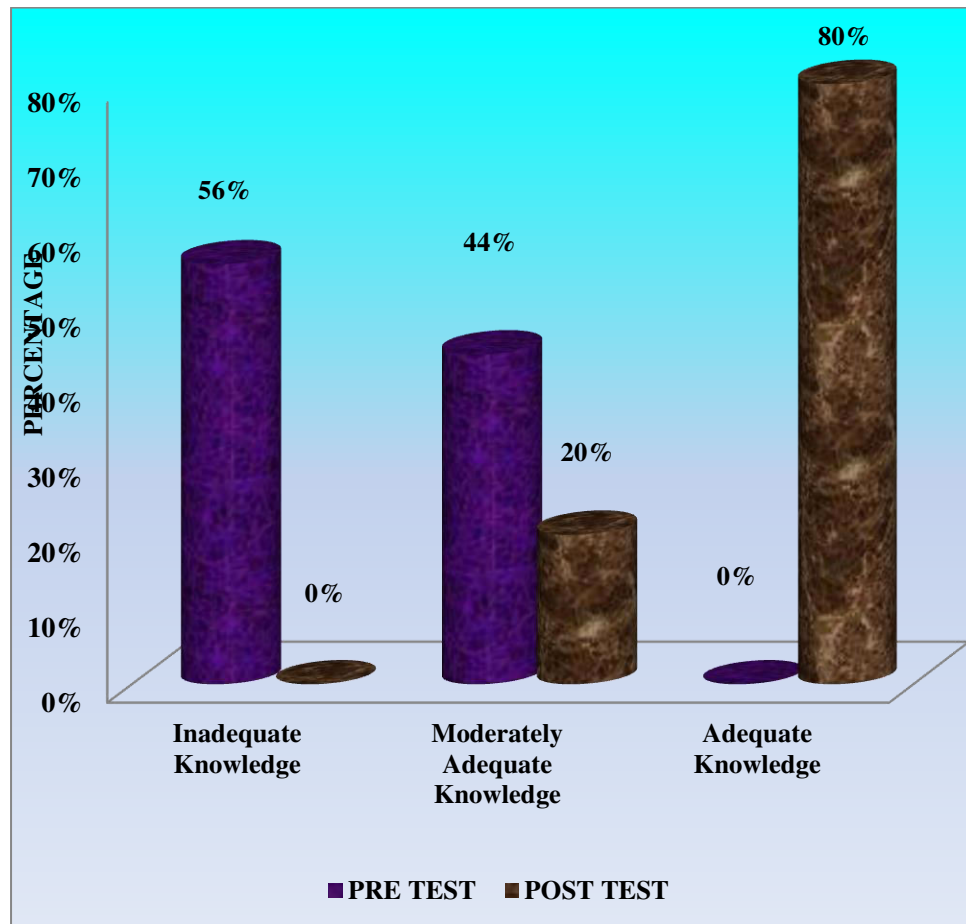


Figure 4.2: Comparison of the levels of knowledge between pre and post tests regarding bullying behavior of children among primary school teachers.

Section 3

Assessment of pre test and post test levels of self expressed practices regarding bullying behavior of children among the primary school teachers.

Table 4.3: comparison of the levels of self expressed practices between pre and post test regarding bullying behavior of children among the primary school teachers.

N=50

LEVELS OF SELF EXPRESSED PRACTICE	PRE TEST		POST TEST	
	f	%	f	%
Inadequate self expressed practice	34	68%	-	-
Moderately adequate self expressed practice	16	32%	12	24%
Adequate self expressed practice	-	-	38	76%

Table 4.3 shows that in pre test score 34(68%) had inadequate self expressed practices, 16(32%) had moderately adequate self expressed practices, none of them had adequate self expressed practices. In post test none of them had inadequate self expressed practices, 12(24%) had moderately adequate self expressed practices, 38(76%) had adequate self expressed practices.

The comparison of pre test score as well as post test score of the primary school teacher improvement in IEC regarding bullying behavior. So this table concludes that the IEC Package regarding bullying behavior was very effective for the primary school teachers.

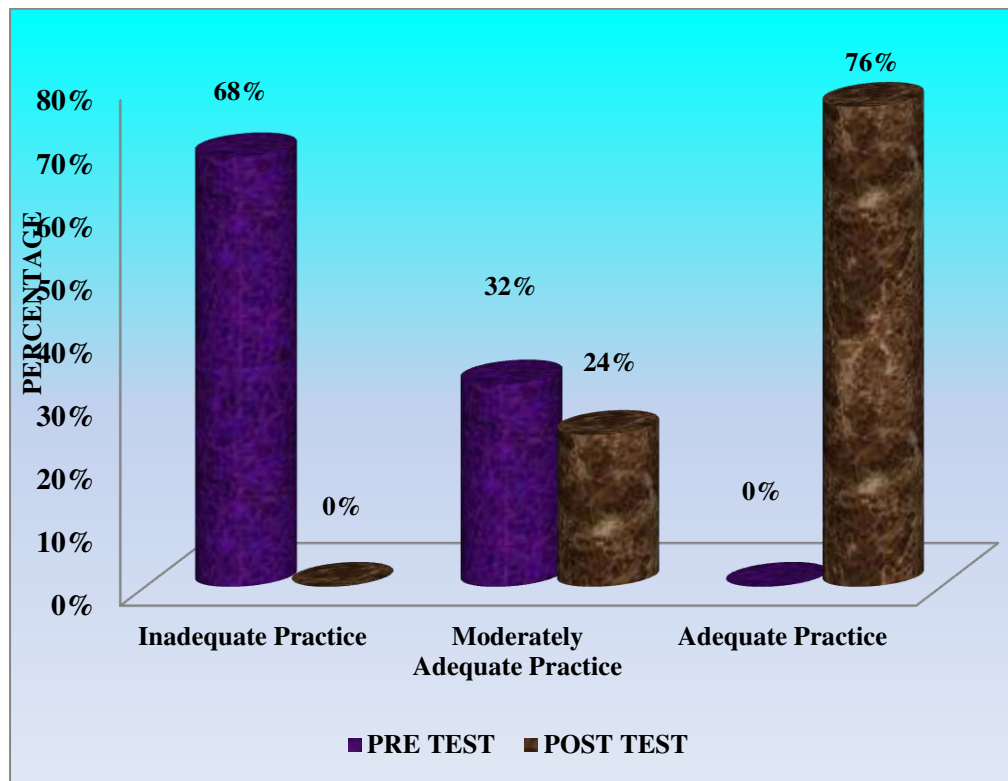


Figure 4.3: Comparison of the levels of self expressed practices between pre and post test regarding bullying behavior of children among primary school teachers.

Section 4:

Assess the significant difference between the knowledge and self expressed practice regarding bullying behavior of children among the primary school teachers.

Table 4.4: significant difference between the knowledge and self expressed practices regarding bullying behavior of children among the primary school teachers.

N=50

VARIABLES	PRE TEST		POST TEST		PAIRED 't' TEST
	MEAN	SD	MEAN	SD	
Knowledge	9.9	3.69	17.54	4.20	18.80
Self expressed practices	5.46	2.81	10.65	3.76	16.54

Table 4.4 shows that the mean and SD of pre and post test survey regarding knowledge and self expressed. In pre test, the mean score regarding knowledge was 9.9 with SD of 3.69 and in post test, the mean score was 17.54 with SD of 4.20. 't' value of CV = 18.08, TV = 1.96 (CV > TV) which is statistically significant at 0.05 level.

H_0 – There is no significant difference between the knowledge and self expressed practices regarding bullying behavior of children among the primary school teachers.

Pre test self expressed the pre test mean score was 5.46 with SD of 2.81 and in post test, the mean score was 10.65 with SD of 3.76. Here the calculated 't' value of CV = 16.54, TV = 1.96 (CV > TV) at 0.05 level. It shows that, there is a significant difference between the knowledge and self expressed practices scores regarding bullying behavior of children among primary school teachers. IEC Package was effective.

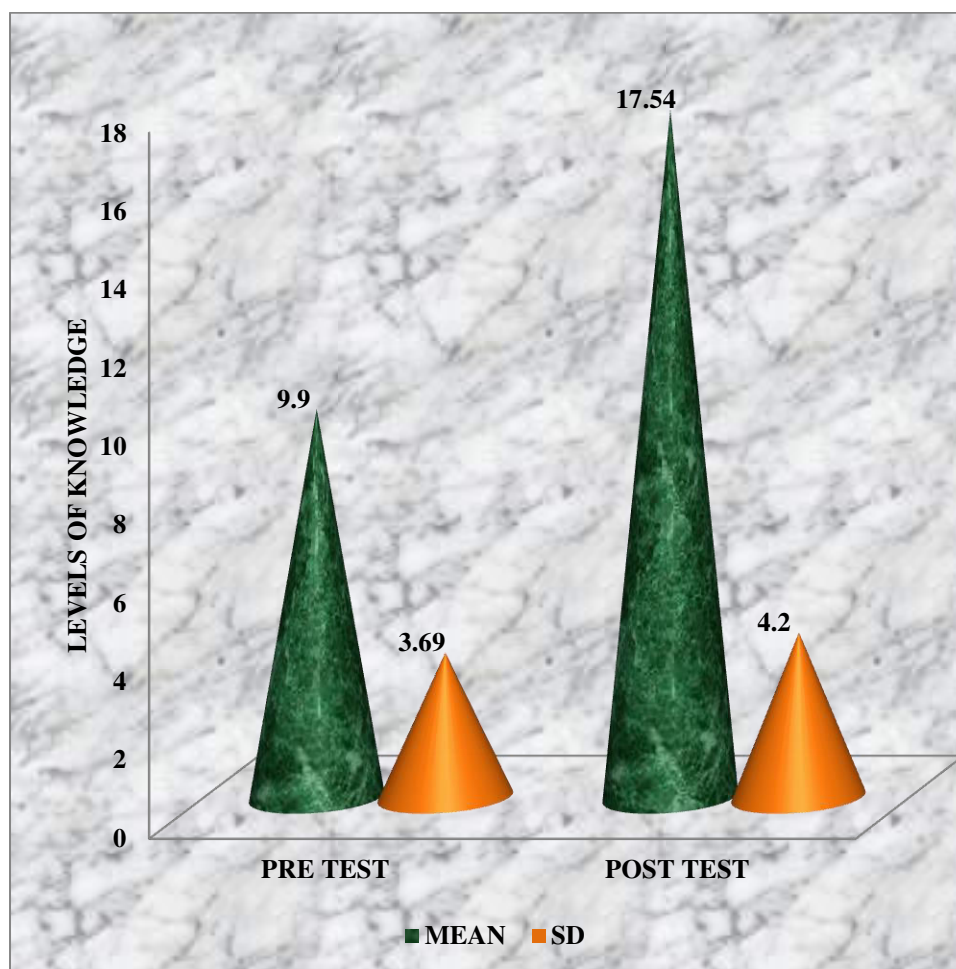


Figure 4.4: assessment of significant difference between the pre and post test knowledge.

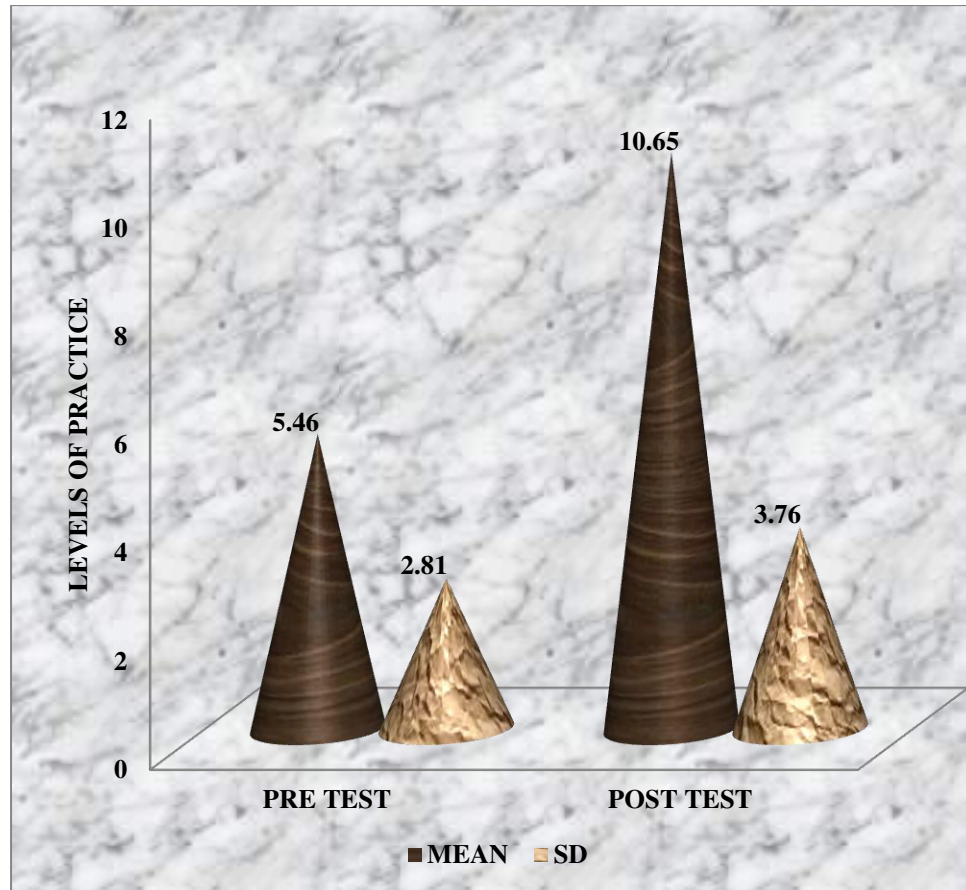


Figure 4.5: assessment of significant difference between the pre and post test self expressed practices

Section 5

Assessment of correlation between the post test scores of knowledge and self expressed practices regarding bullying behavior of children among the primary school teachers.

Table 4.5: correlation between the post test scores of knowledge and self expressed practices regarding bullying behavior of children among the primary school teachers

N=50

VARIABLES	PRE TEST		POST TEST		CORRELATION 'r' value
	MEAN	SD	MEAN	SD	
Knowledge	9.9	3.69	17.54	4.20	0.7 positive and significant correlation
Self expressed practices	5.46	2.81	10.65	3.76	

Table 4.5 shows that the mean and standard deviation of pre and post test survey regarding knowledge and self expressed practices. In pre test, the mean score regarding knowledge was 9.9 with the SD of 3.69 and in post test, the mean score was 17.54 with the SD of 4.20

In pre test mean score was 5.46 with the SD of 2.81 and in post test, the mean score was 10.65 with SD of 3.76 and the correlation $r = 0.7$ which is positive and highly significant for post test scores.

Hence there is positive and highly significant correlation between the knowledge and self expressed practice. It reveals the given IEC package was effective.

Section 6

Association between the pre test levels of knowledge and self expressed practices scores regarding Bullying behaviour of primary school children and their demographic variables such as. Age of the teacher, Qualification, Teaching experience, Gender, Working sector, previous source of knowledge.

Table 4.6 : Association between the pre test levels of knowledge scores regarding bullying behavior of primary school children and their demographic variables such as. age of the teacher, qualification, teaching experience, gender, working sector, previous source of knowledge

N = 50

S.NO	Demographic variables	Level of knowledge						χ^2
		In adequate		moderately adequate		adequate		
		f	%	f	%	f	%	
1	Age of the teacher. a)21-30 years b)31-40 years c)41-50 years d)51-60 years	4 13 8 3	8 26 16 6	2 7 9 4	4 14 18 8	- - - -	- - - -	3.3 N.S
2	Qualification a)D.Ted b)B.Ed c)Degree	2 25 1	4 50 2	5 8 9	10 16 18	- - -	- - -	15.9 S

3	Teaching Experience a)1-10 years b)11-20years c)21-30years d)31-40years	1 24 1 1	2 48 2 2	4 8 8 3	8 16 16 6	- - - -	- - - -	13.6 NS
4	Gender a)Male b)Female	9 19	18 38	3 19	6 38	- -	- -	2.1 N
5	Working sector a)Government b)Private	18 20	36 40	3 19	6 38	- -	- -	9.3 NS
6	Previous source of knowledge a)Mass Media b)Health professional c)Friends d)Relatives e)None	10 0 2 2 14	20 0 4 4 28	18 0 1 1 2	36 0 2 2 4	- - - - -	- - - - -	12.7 S

S- significant, NS –not significant.

Table 4.6 shows that there significant association between the teaching experiences, working sectors of pre test levels of knowledge and there is no significant difference between the age of the teacher, qualification, gender, previous source of knowledge in pre test levels of knowledge. The significant levels were tested at 0.05 levels.

Table 4.7: Association between the pre test levels of self expressed practice scores regarding bullying behavior of primary school children and their demographic variables.

N = 50

S.N O	Demographic variables	Level of self expressed practices						χ^2
		In adequate		Moderately adequate		adequate		
		f	%	f	%	f	%	
1	Age of the teacher. a)21-30 years b)31-40 years c)41-50 years d)51-60 years	4 17 11 2	8 34 22 4	2 3 6 5	4 6 12 10	- - - -	- - - -	35.1 NS
2	Qualification a)D.Ted b)B.Ed c)Degree	5 24 5	10 48 10	2 9 5	4 18 10	- - -	- - -	8.3 S
3	Teaching Experience a)1-10 years b)11-20years c)21-30years d)31-40years	3 26 4 2	6 52 8 4	2 12 3 2	4 24 6 4	- - - -	- - - -	23.2 NS

4	Gender a)Male b)Female	6 28	12 56	6 10	12 20	- -	- -	1.8 S
5	Working sector a)Government b)Private	18 16	36 22	3 13	6 26	- -	- -	5.2 S
6	Previous source of knowledge a)Mass Media b)Health professional c)Friends d)Relatives e)None	17 0 1 2 14	34 0 2 4 28	11 0 2 1 2	22 0 4 2 4	- - - - -	- - - - -	17.2 NS

S- significant, NS –not significant.

Table 4.7 shows that there is a significant association between pre test levels of self expressed practice reveals that there is a significant association between the age of the teacher, gender, working sector , and there is no significant association between the qualification, teaching experience and previous source of knowledge. The significant levels were tested at 0.05 levels.

CHAPTER V

DISCUSSION

This chapter represents the discussion of the study based on the objectives.

The study was a Pre- experimental (one group pre test post test) design. To evaluate the effectiveness of IEC package on knowledge and self expressed practice regarding bullying behaviour of children among primary school teachers at, Trichy.

The was conducted to assess the knowledge and assess the self expressed practice by knowledge and self expressed practice questionnaire in three schools at Trichy After pre test the IEC Package was given by the investigator. After 14 days from the pre test, post test was conducted by using same knowledge questionnaire and self expressed practice questionnaire. The data was grouped and analyzed using descriptive and inferential statistics.

The first objective of this study was to assess the knowledge and self expressed practice regarding bullying behaviour of children among primary school teacher.

The data analysis reveals that the level of knowledge in pre test 10 (20%) possessed Inadequate knowledge, 40 (80%) had moderately adequate knowledge and none of them had adequate knowledge. The results shown that there was a lack of knowledge among the primary school teachers regarding bullying behaviour. In pre test, the level of self expressed practice were 38(76%) had inadequate self expressed practice, 12(24%) had moderately adequate self expressed practice and no one had adequate self expressed practice.

This finding of the present study was supported by the following study

The teacher perception and practice regarding school bullying prevention. This study examined a national random sample of teachers regarding their perception and practices concerning school bullying preventive activities. The teachers perceived post bullying activities as the most effective means of reducing bullying problem. The

findings suggest that pre professional and continuing educations are needed to improve the teacher knowledge. (Joseph A, et al., 2003)

The second objective of this study was to evaluate the effectiveness of IEC package regarding bullying behavior of children among primary school teachers.

In pre test, the overall mean score for knowledge was 9.9 with SD of 3.69 and in post test the mean score for knowledge was 17.54 with SD of 4.20 Here, the calculated 't' value of $CV = 18.894$, $TV = 1.96$ ($CV > TV$) at 0.05 level. For self expressed practice the pre test mean score was 5.46 with SD of 2.81 and in post test, the mean score was 10.65 with SD of 3.76 Here the calculated 't' value of $CV = 16.54$, $TV = 1.96$ ($CV > TV$) at 0.05 level. Hence, both the value of knowledge and self expressed practice were $CV > TV$, which is statistically significant at 0.05 level. So, the research hypothesis H_1 was accepted. Finally, there was a significant difference between the knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.

This finding of the present study was supported by the following study

Effectiveness of information, education and communication package on knowledge regarding impact of watching television among children at selected school, was conducted to assess the effectiveness of IEC package, quasi experimental research design (one group pre and post test) was used. The study was conducted in Jain matriculation higher secondary school with 100 samples. The result revealed that in pre test 85% majority of the children had inadequate knowledge and in post test 61% had adequate knowledge 39% children had moderately adequate. (Ganga devi and Ramya rathi 2016)

The third objective of this study was to correlate the knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.

The correlation value of post test knowledge and self expressed practice score was 0.7; this indicates that there was a positive and significant improvement in their

knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.

This finding of the present study was supported by the following study

Quantitative research design was used to assess the impact of bullying prevention training on the knowledge, attitude and belief of pre education majors (future trainers). The purpose of the study was to investigate any correlation between changes in knowledge, skills, efficacy, like hood to intervene, empathy and prejudicial attitude and changes in the recognitions of interventions. The result indicates positive relationship between racial attitude and skills at post test by Pearson correlation(Seria shina joycee 2012)

The fourth objective of this study was to determine the association between the pre test knowledge and self expressed practice regarding bullying behavior of children and their selected demographic variables such as age of the teacher, Qualification, Teaching experience, Gender, Working sector, previous source of knowledge.

Regarding demographic variables, the analysis reveals that there was significant association between the qualifications, teaching experience, working sector of pre test level of knowledge and there is no significant difference between the age of the teacher, gender, previous source of knowledge. Where as in pre test level of self expressed practice reveals that there is a significant association between the age of teacher, teaching experience, previous source of knowledge, and there is no significant association between the qualification, gender and working sector. So the H_0 is rejected.

This findings of the present study was supported by the following study

Cross- sectional population based study was conducted on bulling and associated factors in adolescents aged 11 to 15 years in south Brazil. These showed the association

between the independent variable (age, sex) and bullying behavior in adolescent by using chi-square test. **(Ricardo et al 2012)**

The significant association was tested at 0.05 levels. Hence there is a significant association in pre test level of knowledge and self expressed practice in their selected demographic variables. The third hypothesis H_3 was accepted.

In knowledge questionnaire regarding performance of the student and handling of student majority of the teacher were answered correctly and in self expressed practice questionnaire regarding taking action and behaviour of students they were answered correctly due to their year of experience, qualification and media influence.

Majority of the teachers were wrongly answered for knowledge questionnaire about bullying, in self expressed practice regarding appearance, the reason behind this is due to lack of source, lack of awareness as well as due to lack of personal interest. Most of the teachers were not answered regarding consequences in knowledge questionnaire because of their lack of interest and was out of their subjects.

CHAPTER – VI

SUMMARY AND CONCLUSION

Major findings of the study

The statistical analysis revealed that in pre test the group knowledge level shows that maximum 28(56%) teachers had inadequate knowledge and level of self expressed practice shows that 34(68%) teachers had inadequate self expressed practice. In post test the group knowledge level shows that maximum 40(80%) teachers had adequate knowledge and level of self expressed practice shows that 38(76%) teachers had adequate self expressed practice.

There was significant difference in pre and post level of knowledge and self expressed practice regarding bullying behaviour among primary school teachers as revealed by paired 't' test knowledge($t= 18.8$) and self expressed practice ($t= 16.5$).

The statistical analysis for correlation between the pre and post test scores of knowledge and self expressed practice was calculated by karl pearson correlation between the pre and post test scores of knowledge and self expressed practice was $r=0.7$ this indicates that there was a positive and significant improvement in their knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.

There is a significant association with qualification, working sector and teaching experience for pre test level of knowledge and in self expressed practice there is a significant association with age of the teacher, teaching experience, previous source of knowledge.

Conclusion

The main objective of the study was to determine the effectiveness of IEC package on knowledge and self expressed practice regarding bullying behaviour of children among primary school teachers. The statistical analysis revealed that there was a

significant difference between pre and post test level of knowledge and self expressed practice, thus indicated the given IEC Package was effective for primary school teachers.

Nursing implications

The study which enables us to conclude that IEC Package is effective on improving knowledge and self expressed practice related bullying behavior of children among the primary school teachers. The study findings had thrown new light on the Nursing profession, including nursing practice, nursing education, nursing administration, and nursing research as follows.

Nursing education

- ✓ The nursing education is framed such a way that equip the nurse with the essential knowledge , attitude and skills for meeting the need of the society in primary, secondary and tertiary level to prevent bullying.
- ✓ The nursing curriculum should also include about bullying behavior in mental health nursing.
- ✓ Nursing students should be enlightened with adequate knowledge to assess and handle the bullying through IEC Package which is essential for basic principles of nursing services.

Nursing administration

- ✓ Effective strategies should be considered by a nurse administration to handle the bullying behavior with a use of IEC package.
- ✓ Nursing administrator may initiate the nurse to participate anti-bullying program to enhance the knowledge and to create awareness to others through in-service education and continuing education, written policies about evidence based practice

Nursing research

- ✓ It is important to conduct studies which test the effectiveness of preventing bullying in order to add evidence based practice in nursing and to maintain quality of care to handle the bullying.
- ✓ The researcher should be aware of the existing healthcare system and the status of nursing profession which would help to improve the knowledge, skills and attitude. In this study intervention for bullying behavior was highlighted by the use of IEC package.

Nursing practice

- ✓ Bullying behavior is most problems that were occur in everywhere, this IEC package regarding bullying can be practice to identify, manage and to create awareness. There by present study enhancing evidence base practice, quality of care and autonomous role of nursing intervention.

Recommendation

The following recommendations are done based on this study:

- The similar study can be conducted with large samples for better generalization.
- A comparative study can be conducted to assess the knowledge and self expressed practice regarding bullying behavior of children among primary school teachers.
- A study can be conducted to assess the knowledge, attitude and self expressed practice on bullying behavior.
- A study can be conducted to assess the knowledge and practice regarding bullying behavior of children among school children.
- A similar study can be conducted as retrospective study.

Limitations

- Due to time constraints, the investigator was unable to take large samples for the study.
- Study limited to the primary school teachers.

INFORMATION EDUCATION COMMUNICATION
ON
BULLYING BEHAVIOUR

TOPIC	: BULLYING BEHAVIOUR.
TIME	: ONE HOUR.
PLACE	: SCHOOL.
GROUP	: SCHOOL TEACHERS.
METHODS OF TEACHING	: LECTURE CUM DISCUSSION.
AUDIO VISUAL AIDS	: POWER POINT, POSTERS, AND PAMPHLETS.

GENERAL OBJECTIVES:

At the end of the class the teachers will able to acquire knowledge and understand about the bullying behavior, and develop the attitude, skills in applying while handling the students.


SPECIAL OBJECTIVES:

The teacher will able to,

- define the bullying behaviour.
- enlist the cause.
- state the types.
- list the risk factors.
- explain the reason.
- enumerate the signs and symptoms.
- identify the warning sign.
- discuss the measures to reduce bullying behaviour.
- explain anti-bullying.

S.NO	TIME	SPECIFIC OBJECTIVES	CONTENT	Teacher's activity	Learner's activity
1	5mts	Introducing the topic	<p>INTRODUCTION:</p> <p>Bullying behavior is an unpredictable behavior that appears to strike without pattern and become a difficult problem for student, bullying behavior occurs in all school students and not restricted by race gender, class appears worst during early adolescence. Schools are intended to be safe places for students to learn and grow, environment that they must endure. Bullies are also susceptible to negative behavior and negative life outcomes.</p> <p>Today in the United States many school districts have also taken zero tolerance. Policy towards bullying in their own campaign against bullying. These bullying behavior impact an individual's education and personal mental health in negative ways and they affect both the victims of bullying and the bully both.</p> <p>This helps to provide evidence that bullying within your school is a tremendous problem that need the collective support of teachers, parents, students and all</p>	Introducing	Listening

			<p>school staffs to work together to create a safe and pro-social environment. You must all together to provide student with an education that is respectful and safe all student to reach their true learning potential and social, emotional growth.</p>		
2.	2mts	define the bullying behavior	<p>DEFINITION:</p> <p>Bullying behavior may be defined as the activity of repeated, aggressive behavior intended to beat another person, physically, mentally or emotionally.</p>	Discussing	Listening and clarifying
3.	10mts	enlist the causes	<p>COMMON CAUSES.</p> <ul style="list-style-type: none"> ▪ Feeling powerless in their own lives. ▪ Problem at home. ▪ Bullied before by bullying/just by their peers. ▪ They may have been teased to a point where they feel in significant which makes them so angry. ▪ Lonely. Feeling unimportant feel gives them power. ▪ Jealous often popularity. ▪ Have big ego. ▪ Impress and center of attention. ▪ Lack of supervision. ▪ Lack of understanding or empathy. 	Explaining and discussing	Listening and clarifying

4.	5mts	state the types	<ul style="list-style-type: none"> ▪ Dysfunctional family. ▪ Low self esteem. ▪ Looking for attention. ▪ Unable to regulate the emotion. <p>TYPES.</p> <ul style="list-style-type: none"> ➤ Physical ➤ Verbal ➤ Relational ➤ Cyber –bullying <p>PHYSICAL BULLYING.</p>  <ul style="list-style-type: none"> ➤ Hitting 	Explaining	Listening and clarifying
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- | | | | | | |
|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none">➤ Punching➤ Kicking➤ Pushing.➤ Pinching.➤ Fighting.➤ Inappropriate touching. | | |
|--|--|--|---|--|--|

VERBAL BULLYING :



- | | | | | | |
|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none">➤ Name calling (nick name)➤ Taunting(destroying peer)➤ Emotional jokes.➤ Displaying offence posters. | | |
|--|--|--|---|--|--|

RELATIONAL BULLYING :



- Destroying peer acceptance and friendship and spreading rumors.

CYBER BULLYING:



- Using electronics means to harm others by using social net working site.
- Physical ,verbal, relational bullying behavior are the most prevalent in primary school.
- Cyber bullying most common in secondary school.

5.	5mts	list down the risk factors:	<p>RISK FACTORS:</p> <ul style="list-style-type: none"> ✓ Sadness mood ✓ Personality disorders ✓ It is an abnormal behavior <p>become inflexible and maladaptive, cause</p> <ul style="list-style-type: none"> ✓ significant social or occupational impairment or significant subjective distress. ✓ It is an anti- social (dissocial) ✓ personality disorder is characterized chronic ✓ antisocial behavior that violate others rights or social norms which predisposes, the affected person to criminal behavior the person is unable to maintain consistent responsible functioning at work school. ✓ Quickness to anger and use of force: ✓ Addition to aggressive behavior. ✓ Emotionally distress common in gender boys and girls, ✓ Boys-tend to engage in bullying physical than the girls, ✓ Girls-tend to often engage in relational bullying. ✓ If the bullying is done by a group is called 	Explaining and discussing	Listening and clarifying
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6.	5mts	explain the Reason	<p>mobbing.</p> <p>✓ Targets of bullying are also called victims of bullying.</p> <p>REASON FOR BULLYING BEHAVIOUR:</p> <ul style="list-style-type: none"> ❖ Cultural cause ❖ Institutional cause ❖ Social cause ❖ Family issues ❖ Cultural cause: ❖ It is unrealistic to expect that people will ❖ not be influence to seek power through ❖ Violence in their own lives. ❖ Institutional cause: ❖ Take place in the home , school with the ❖ high threat ❖ Social cause: ❖ Situation comedies , reality television ❖ Jealousy, lack of personal and local skills. ❖ Family issues: ❖ That is not warm and loving. 	Explaining and discussing	Listening and clarifying
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7.	6mts	enumerate the sign and symptoms	SIGNS AND SYMPTOMS OF BULLYING VICTIMS. <ul style="list-style-type: none"> ➤ Missing their belonging ➤ Unexplained injuries ➤ Limited numbers of friends ➤ Physical ,emotional, behavioral symptoms <p>Physical symptoms: associated with stress, like head ache, stomach ache, changes in appetite, dizziness general acheness and pain these are called psychosomatic disorders.</p> <p>Psychological symptoms: irritability, anxiety, sadness, trouble in sleeping, tiredness in the morning, loneliness, helplessness, feeling isolate victims of bully they late in school take off to school.</p>	Explaining and discussing	Listening and clarifying
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8.	7mts	identify the warning signs	<div data-bbox="823 235 1379 677" data-label="Diagram"> </div> <p>EFFECTS OF VICTIMS:</p> <p>Tend to experienced depressed mood, academic problem ,frequent absence from school loneliness .risk of having ADHD , suicidal thought,</p> <p>WARNING SIGNS.</p> <p>SIGNS A CHILD ARE BEING BULLIED.</p> <ul style="list-style-type: none"> ▪ Unexplained injuries ▪ Lost or destroyed clothing, books ect. ▪ Frequent headache a stomach <p>aches, feeling sick</p>	Explaining and discussing	Listening and clarifying
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			<ul style="list-style-type: none"> ▪ Changes in eating habits ▪ Difficulty in sleeping ▪ Declining in grades ▪ Loss of interest in school work or not wanting to go to school ▪ Sudden loss of friends ▪ Feeling helplessness ‘ ▪ Decreased self esteem ▪ Self destructing behavior such as running away from home, harming themselves or talking about suicide. <p>SIGN A CHILD IS BULLYING OTHERS:</p> <ul style="list-style-type: none"> • Have friends who bully others • Increasingly aggressive • Get sent to the principal office or to detention frequently. • Have an unexplained extra money or new belongings • Blame others for their problem. • Don’t accept responsibility for their action. • Effects of bullying: bullying can be significantly negative outcomes. 		
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9.	7mts	discuss the Measures to reduce bullying behavior	<ul style="list-style-type: none"> • They are greater risk for engage in delinquent behavior violent at school. • Risk for substance abuse dropping out of school increase their severity of anxiety. <p>INTERVENTIONS:</p> <ul style="list-style-type: none"> ✓ Traditional disciplinary approach ✓ Strengthening the victims. ✓ Meditation. ✓ Restorative practice. ✓ The supportive group method of shared concern. <p>MEASURES TO PREVENT BULLYING BEHAVIOURS:</p> <ul style="list-style-type: none"> ➤ Effective bullying prevention program at school and involve the education of the students, teachers, administrators and parents. ➤ Informing the parents of bullying victim tend to improve victim child quality of life Successful anti bullying programs ➤ Increase in playground supervision. ➤ Teacher or counsellor at school supervisor ➤ Build positive relationship with the students 	Explaining and discussing	Listening and clarifying
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			<p>➤ Increasing awareness</p> <p>TIPS FOR TEACHER.</p> <ul style="list-style-type: none"> ✓ Providing safe class room environment ✓ Develop post and discuss rules and sanction related to bullying ✓ Treat with warmth and respect ✓ Reward for positive behavior ✓ Take immediate action when bullying observed consistently use nonphysical, non hostile negative consequence when rules are broken ✓ Listen to parents and students who report bullying in your classroom quickly and effective resolve the problem. ✓ Refer students affected by bullying to school counselling or mental health staff if needed. Protect student who are builder with safety plan. ✓ Provide information to parents about the bullying behavior and engage their involvement and support in addressing bullying issues. 		
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			<p>STEPS TO STOP AND PREVENT BULLYING:</p> <ul style="list-style-type: none"> ❖ Pay attention ❖ Don't ignore it when you see something ,do something ❖ Remain calm ❖ Deal with students individually ❖ Don't make the students involved apologize and or shake hand on the spot ❖ Hold bystanders accountable ❖ Listen don't prejudge ❖ Get appropriate professional help. ❖ Become trained to handle to bullying situation. 		
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**PREVENTION OF BULLYING
BEHAVIOUR AT SCHOOL:**




Bullying can threaten students physical and emotional safety at school and can negatively impact their ability to learn.

The best way to address bullying is to stop before it starts

ASSESS THE BULLYING IN SCHOOL:

Conduct assessment in school to determine how often bullying occur

			<p>ENGAGE PARENTS :</p> <p>Establish a school safety committee or tasks force to plan implement and evaluate bullying prevention program</p> <p>Create policy and rules build safe environment-parents meeting, newsletter, reinforce positive social interaction, increase commitments and leadership.</p> <p>Conduct a needs assessment</p> <p>Improve he school climate and sense of school belonging for all student</p> <p>Increase teachers awareness commitment and ability to intervene</p> <p>Implement and evaluate school wide intervention program</p> <p>Establish the follow up intervention with high risk students.</p> <p>Involve parents from the outset and provide training& feedback</p> <p>Improve school safety, develop school community partnership.</p> <p>ANTI-BULLYING POLICY.</p> <p>In India anti bullying day is conducted wearing pink color</p>		
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10.	7mts	Explain the Anti-bullying	<p>dress.</p> <p>The anti-bullying policy must be formally adopted by the Board Of Management.</p> <p>AIMS OF POLICY.</p> <p>To create a positive school culture and climate.</p> <p>To create a school climate which is open supportive</p>  <ul style="list-style-type: none"> • Encourage pupils to disclose and discuss bullying behavior. • To raise awareness amongst the entire school community. • To provide procedure for investigation and dealing with bullying behavior. • To provide procedure for noting and reporting 	Explaining and discussing	Listening and clarifying
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bullying behavior

- To ensure comprehensive supervision.
- To develop the program of support for those behavior.
- To facilitate ongoing evaluation.



KEY PRINCIPLES.

- . Positive school culture and climate.
- . Effective leadership.
- . Shared understanding of what bullying is and its impact.
- . Implementing of education and prevention strategies including awareness rising.
- . School-wide approach.
- . Effective supervision and monitoring pupils.
- . Consistent investigation follow up and recording bullying behavior.



11.	2mts		<p>Summary</p> <p>Till now we have discussed about bullying behavior its definition, types, causes, risk factors, signs and symptoms, intervention and preventing measures.</p> <p>Conclusion.</p> <p>At the end of the teaching the teachers gain the knowledge and improve the skills to prevent the bullying behavior.</p>		
12.	2mts				

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TOOLS -- STRUCTURED QUESTIONNAIRE.

PART –I

DEMOGRAPHIC VARIABLES:

1) Age of the teacher.

a) 21-30years. b) 31-40years. c) 41-50years. d) 51-60years.

2) Qualification.

a) D.TEd b) B.Ed c) Degree

3) Teaching Experience.

a) 1-10 years. b) 11-20years. c) 21-30years. d) 31-40years.

4) Gender

a) male . b) Female.

5) Working sector.

a) Government. b) Private.

6) Previous source of knowledge.

a) Mass media. b)Health professionals c) Friends d)Relatives e)None.

PART2

SELF ADMINISTERED STRUCTURED KNOWLEDGE QUESTIONNARIE.

1) What is meant by bullying behavior?

a) Assertive behavior. b) Aggressive behavior. c) Non –assertive behavior.

2) How many types of bullying behavior are there?

a) 4. b) 5. c) 6.

3) Which one of the following is the main cause for bullying behavior?

a) Lack of parental support. b) Lack of empathy. c) Lack of concentration.

4) What is the meaning of taunting?

a) Insulting others. b) Hitting others. c) Appreciating others.

5) What is meant by group bullying?

a) Mobbing. b) Gathering. c) Ganging.

6) what is the other name for electronic bullying?

a) Relational. b) Cyber. c) physical.

7) How to identify the bullying behavior in children?

a) Emotionally distress. b) Quiet c) Cheer full

8) What are the indicators of bullying behavior?

a)High self esteem . b)Attention seeking. c) Enthusiasm.

9) What consequence can be seen in bullying behavior in children?

a) Antisocial personality. b) Schizoid personality. c) Multiple personality.

10) What type of psychosocial principles can be identified in bullying behavior?

a) Id. b)Ego. c) Super ego.

11) Which character is present in bullying behavior?

a) Ridiculing others. b) Helping others. c) Pouching others.

12) How the bullying students perform in the class room?

- a) Cleaver. b) Fair. c) Poor.

13) What symptoms can be seen in bullying children?

- a) Feeling nervous. b) Hyper active. c) Good temper.

14) What type of problem occurs in bullying victims?

- a) Physical. b) Psycho somatic. c) Psychiatric.

15) How to identify the child with bullying behavior?

- a) Self director. b) Self destruction. c) Reporting behavior.

16) What symptoms seen in bullying victims?

- a) Unexplained injury. b) Unexplaining extra money. c) Detention frequently.

17) What feelings does the bullying victim will have?

- a) Insecurity. b) Happiness. c) Seeking power..

18) What is the action of bystanders in bullying?

- a) Involving in bullying behavior. b) Not involving in bullying behavior.
c) Seen in bullying behavior.

19) What is the roll of bystanders?

- a) Reinforce. b) Defenders. c) Encourager.

20) How to handle the bullying students?

- a) Scolding b) Beating. c) Warmth.

21) Which policy can be followed to reduced the bullying behavior?

- a) Anti bullying policy. b) Antisocial policy. c) Anti theft policy.

22) Which one is the safe environment for children with bullying behavior?

- a) School and Home. b) Shop and Bus stop. c) Play ground and Temple.

23) When the anti bullying day was celebrated every year?

a)February 26. b) February 13. c)February 16.

24) What is the important goal focused in anti bullying policy?

a)comprehensive supervision. b) Frequently punishing c) ignoring.

PART -3

SELF ADMINISTERED S TRUCTURED SELF EXPRESSED PRACTICE QUESTIONNAIRE.

S.No	ITEM	Yes	No
1	Do you conduct meeting with parents on issues of bullying?		
2	Do you sent the bullying report to the parents?		
3	Do you discuss about bullying among the students?		
4	Do you follow anti bullying policy in your school?		
5.	Do you think bullying students are physically disabled?		
6.	Do you think bullying is developed from broken family?		
7.	Do you feel bullying leads to drop out?		
8.	Do you think bullying occur by watching homophonic pictures?		
9.	Do you think bullying leads to fear and insecurity?		
10.	Do you motivate the bullying students?		
11.	Do you approach higher authority for this problem?		
12.	Do you think bullying is copying from the parent behavior?		
13.	Do you think bullying students forcing others to do work for them?		
14.	Will you accept bullying is a negative behavior?		
15.	Do you think bullying are from poor parenting?		

**ANSWER KEY FOR SELF ADMINISTERED STRUCTURED KNOWLEDGE
QUESTIONNAIRE.**

1	b	13	a
2	a	14	b
3	b	15	b
4	b	16	a
5	a	17	a
6	b	18	b
7	a	19	b
8	b	20	c
9	a	21	a
10	b	22	a
11	a	23	a
12	c	24	a

**ANSWER KEY FOR SELF ADMINISTERED STRUCTURED SELF
EXPRESSED PRACTICE QUESTIONNAIRE.**

1	Yes	6	Yes	11	Yes
2	Yes	7	Yes	12	Yes
3	Yes	8	Yes	13	Yes
4	Yes	9	Yes	14	Yes
5	No	10	No	15	Yes